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the facts. The journeyman and the expert differ from the apprentice not so much because they have greater manual skill and dexterity as because they excel in judgment, technical information, or trade knowledge. Of course this is not the case in some occupations, such as truck driver or typist. But in most of the trades the actual performance testing of a man on the manual job can be omitted without great loss to our knowledge of the man's proficiency. An oral test prepared in the manner already described is more effective than a performance test in separating journeymen from apprentices and experts. The obvious implication is that dexterity and manual facility in doing a job are relatively less important than knowledge of when to do it or which tools to choose. No generalization more suggestive for industrial education has emerged from our work than this, that superiority in trade proficiency resides more often in the head than in the hands.

Technical interviews will resemble oral tests in that they will consist of precisely such questions as have been found most useful in the oral trade test. But they will not be administered with such rigor of procedure, nor will they yield a numerical rating.

BURTT, H. E.: "Partial Correlations on a Slide Rule," *Psychological Bulletin*, 1919, 16, pp. 240-242.

A method is described for partial correlation work with the substitution of the slide rule for Kelley tables. Little difference appears in speed or accuracy. The slide rule does not appear noticeably more fatiguing and is convenient in checking over work done with the tables. Partial correlation work is thus readily open to anyone skilled in the use of the slide rule even though he may not have access to Kelley's monograph.

FEARING, FRANK S.: "The Value of Psychological Tests in Psychiatric Diagnosis," *Journal of Abnormal Psychology*, 1919, 14, p. 196.

The following points seem to demand emphasis: (1) Diagnosis on mental cases should not be made on the basis of test scores alone. (2) A wide range of scores is significant in differentiating psychiatric types from feeble-minded types. (3) The reactions of the subject during the performance of tests is as important as the test score. (4) The performance of the Binet-Simon or some other standardized intelligence scale is an important part of the clinical picture in all mental cases.